

# St. John's C.E. Primary School



## St. John's Vision statement

### *Shine like stars*

*Through God's love, we will flourish and develop our gifts in our nurturing community, as we strive to be an inspiration to all.*

**Your light must shine before people, so that they will see the good things you do and praise your Father in heaven.'**  
**Matthew 5:16**

**Policy: Handwriting policy**

Reviewed: July 2024

## Future Review: July 2025

Handwriting is a skill which, like reading and spelling, affects written communication across the curriculum. Children must be able to write with ease, speed and legibility. Cursive handwriting teaches pupils to join letters and words as a series of flowing movements and patterns. The development of this fluid style when mastered allows children to apply their energy into the content of their writing as opposed to the formation of the letters themselves. Handwriting skills are taught regularly and systematically throughout the school.

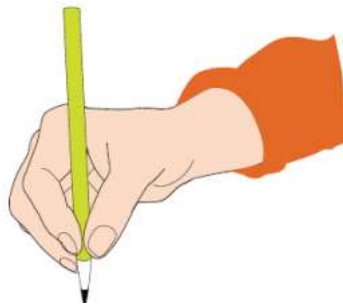
At St. John's Primary School our aims in teaching handwriting are:

- To enable children to write in a consistent, well presented and legible format.
- To have a consistent approach across Foundation Stage, Key Stage 1 and 2 when teaching handwriting.
- To ensure that from the Summer Term of Year 1 to the end of Year 6 children are using a cursive writing style.
- To make sure all children know the difference between lower- and upper-case letters.
- To ensure the skills taught at Key Stage 1 continue to develop throughout Key Stage 2.
- To adopt a consistent approach towards handwriting by all adults when writing in children's books, on the whiteboard or on displays / resources.

Children will be taught to:

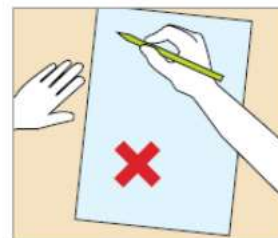
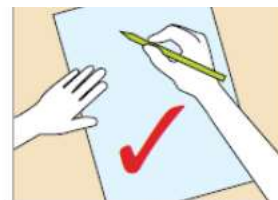
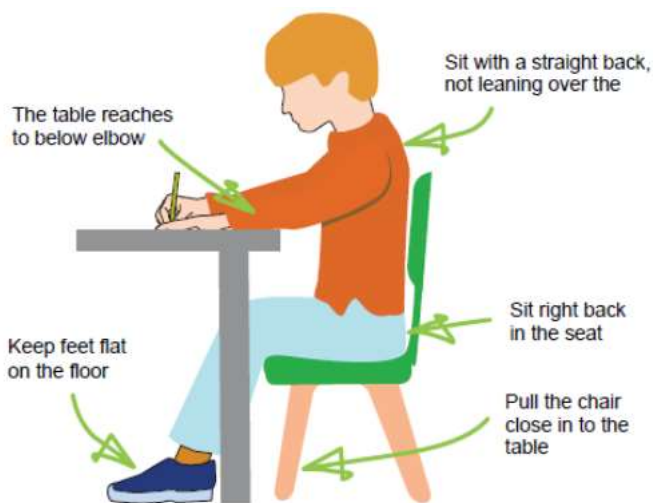
- hold a pencil correctly

Children should be encouraged to use a tripod pencil grip, where the pencil is gripped between the index finger and the thumb. The middle finger is then used to support the underside of the pencil as shown below.



- and adopt the correct posture when writing

Children should be encouraged to adopt the correct writing position as shown below.



Paper position for right-handed children



### Handwriting Rhyme

1 2 3 4 

Are my feet flat on the floor?

5 6 7 8 

My chair is in, my back is straight.

This handwriting rhyme should be used from KS1 and in early KS2 to reinforce the importance of the correct posture when writing.

(children who are left handed should reposition the paper the other way and sit to the left-hand side if seated next to a right-handed child)

- write from left to right and from top to bottom of the page

- start and finish letters correctly in a cursive style (from the Autumn Term of Year One onwards)
- form regularly sized and shaped letters
- use regular spacing between letters and words
- take a pride in their written work and the overall presentation.

The cursive script agreed at St John's is shown below:

\*Amended f



Capital letters should not join the rest of the word when modelled in cursive font. Teachers should use the language:

**Lead out and lead in strokes** to help guide children, alongside, **top joins** and **bottom joins**.

In Foundation Stage 1/2 children will be encouraged to develop gross motor control through the use of large equipment for mark making such as big chalks, paint brushes, finger paints, shaving foam etc. They will develop their fine motor skills and use a range of mark making tools such as pencils, pens and crayons. They will be encouraged to talk about shapes and movement. As the children progress they will be taught to form letters correctly starting using Read Write Inc's guidance on letter formation using the RWI mnemonics to aid the correct letter formation.

Letter formation is taught alongside phonic development. Our aim is that by the end of foundation stage all children hold a pencil correctly and form all letters and numbers correctly. Errors in pencil grip and letter formation will be immediately addressed, modelled and corrected.

In Key Stage 1, all children should receive a daily handwriting session for 10 minutes (this may be as part of the English or Phonics session).

In Year 1, during the Autumn Term, cursive handwriting will be introduced starting with beginning each letter from the line and going up individually before then moving on to joining them together to form words.

Handwriting can also be linked to phonic development with the introduction of new sounds written in a cursive style during RWI lessons. Our aim is that by the end of Year One children will be forming all letters correctly and joining in a cursive script.

In Year 2, adults will model cursive writing from the beginning of the year. The children will be encouraged to continue the development of basic joins which they should transfer into all their independent writing. They will also continue to link their handwriting to their phonic development as they learn to write new sounds using a cursive writing style.

In Key Stage 2, children will consolidate their handwriting practice through English lessons and explicit teacher modelling. If any child is not on track with their handwriting and presentation, they will receive additional support through small group/individual intervention groups.

In Year 3 children will continue to develop their use of cursive handwriting building upon the skills they have developed in Key stage 1. In Years 4,5 and 6 children will be expected to use cursive handwriting in all areas of the curriculum. Those children whose writing is neat and legible may be encouraged to use handwriting pens. However, children will be offered a choice of writing equipment and will use what they feel best suited to.

Research demonstrates that:

- Handwriting can improve if structured, targeted handwriting intervention is provided.
- Must contain actual handwriting practice.
- Handwriting intervention needs to be consistent, frequent and ongoing.
- Cognitive approaches can work for older children too.

*Strategies for developing letter formation:*

### 1. Copying pre-writing patterns



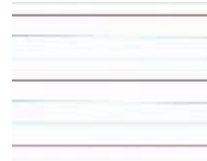
### 2. Using letter families

**'Handwriting without tears'** letter families

- Line letters: l,i,t,j
- Magic C (or curved) letters: c,a,d,g,o,s,q

- Down and up letters/ Diver letters: r,n,m,h,b,p
- Diagonal letters: v, w, x, y, z, k
- Tricky letters (unique shapes): u,e,f

3. Using double lines to provide visual guidance



4. Teacher reinforcement in front of the child (modelling) using a your letter/ their letter or your word/their word approach.

5. Alphabet line displayed in the classroom, and/or a small version on their table.

